

# Documents on Diplomacy: Lessons

## Two Fish in Between Two Oceans

Standard:

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- V. Individuals, Groups, and Institutions
- VII. Production, Distribution, and Consumption
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

Grade Level:

9–12 (movement, analysis, comparisons)

Objectives:

The student will:

- Work in groups to analyze two documents with a formatted diagram
- Create comparative lists of document content and UN structure
- Use key terminology from the documents to write an analysis of what the member nations are creating

Time:

2 class periods

Materials:

Documents: **1947 The Rio Treaty**

**1948 Charter of the Organization of American States**

Resources: "Fishbone" Diagram

*Diagram of the Organization of American States*

[http://www.oas.org/SGInfAnual/2007/English/02\\_OAS\\_ORGANIZATION\\_CHART.pdf](http://www.oas.org/SGInfAnual/2007/English/02_OAS_ORGANIZATION_CHART.pdf)

Materials: Markers and Poster Paper

Procedures:

### *Setting the Stage*

In previous lessons, students learned about the creation of the Pan American Union and the conferences held by the organization prior to World War II. But the end of the war didn't mean the end of the threat, which now assumed a different guise—communism. At the 1947 Rio Conference, the nations of the Western Hemisphere concluded a new agreement on enhanced security in the Americas. The treaty, which "multilateralized" the Monroe Doctrine, became a model and a precedent the following year for the North Atlantic Treaty Organization or NATO.

The 1948 Pan American Union meeting in Bogota was delayed for days because of a revolt in Colombia, which killed hundreds. That revolt provided additional impetus for even closer cooperation in a new organization. Twenty-one states joined initially. In a smooth transition, the Pan American Union had become the Organization of American States.

*Pre-Lesson*

**1.** Print the resource, *Fishbone Diagram*, one for each student. Have markers and poster paper ready. If the teacher prefers to have the class learn mapping with technology, plan for a day class in the computer lab with an instructor. One of these sites, or similar, may be used:

- <http://www.smartdraw.com/specials/ppc/cause-and-effect-diagrams.htm?id=61785>
- [http://info.mindjet.com/FishboneAnalysis.html?cmpg=Americas\\_-\\_Bing\\_US\\_Fishbone](http://info.mindjet.com/FishboneAnalysis.html?cmpg=Americas_-_Bing_US_Fishbone)

**2.** Download and print the Organizational Chart of the OAS.

*Day One*

**1.** Distribute the resource, *Fishbone Diagram* or have students use one of the mapping web sites and learn a new technology skill in addition to the lesson content.

**2.** Divide the students into groups of four.

**3.** Distribute the two documents and tell them that they will be creating two fish—a fishbone diagram for each document. To complete the diagram, students will have to read and mark the documents for relevant information. (Students may begin their basic diagram on notebook paper and then transfer to the poster paper if they wish.)

**4.** Once the group has finished one fish, have them post it somewhere in the room before proceeding with the second fishbone diagram. When completed, post it beside their first diagram.

**5.** While they are finishing the second fish, distribute the resource, *Diagram of the OAS* and ask them to check the OAS website for homework: <http://www.oas.org/en/about>

*Day Two*

**Pre-Lesson:** Prepare these terms for projection or write and conceal them on the white board:

- a.** Solidarity
- b.** Cooperation
- c.** Mutual assistance
- d.** Common defense
- e.** Good neighborliness
- f.** Reciprocal assistance
- g.** Continental cooperation
- h.** Social justice
- i.** Economic cooperation
- j.** Anti-Communist resolution

- 1.** Return to groups from the previous day and ask the groups to rotate around the room where the “fish” are posted. Take paper and pencil and note any similarities and differences in the representation of the two documents. Give them about 10 minutes at each set to discuss and record their findings.
- 2.** When all sets of fish have been visited, have the student groups sit down together and discuss the similarities and differences they found. Discuss the similarities, as well, of the UN Charter and the role of the Pan American Union. How does the OAS fit into this structure? (Students previously researched this for homework.)
- 3.** After this discussion, reveal the terms listed above and ask them *individually* to write an analysis of the two documents using as many of these terms as possible. They may refer back to the fish diagrams if needed.
- 4.** Collect their reflections.

Extension Activities:

- 1.** Ask students to respond to the ideas in this statement:

“That the American regional community affirms that juridical organization is a necessary prerequisite of security and peace, and that peace is founded on justice and moral order, and consequently, on the international recognition and protection of human rights and freedoms, on the indispensable well-being of the people, and on the effectiveness of democracy for the international realization of justice and security.”
- 2.** Ask students to download the organizational chart of the United Nations and compare it with the Organizational Chart of the OAS.
- 3.** Using the list of the 21 founding members as well as the list of current members, create two columns (1951 and 2011) and underneath either date, list the member states that violated the agreements. ■